



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



Dirección General de Educación Tecnológica Industrial y de  
Servicios

Dirección Académica e Innovación Educativa

Subdirección de Innovación Académica

Departamento de Planes, Programas y Superación Académica

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Anexos para Aprendizajes Esenciales

**Inglés V**



## Estimado estudiante de Inglés 5

Esperamos que el contenido de este anexo al cuaderno de aprendizajes esenciales para el nivel de inglés que estás estudiando, te permita desarrollar las competencias genéricas y disciplinares, así como:

- Practicar el hábito para tomar notas y hacer preguntas.
- Alentar el ejercicio de habilidades para el siglo 21: pensamiento crítico, comunicación, creatividad, alfabetismo digital, informativo y tecnológico.
- Relacionar el inglés con la comunicación en tu vida cotidiana.

Muchas gracias por tu compromiso hacia la realización de las actividades que te proponemos en el cuaderno de aprendizajes esenciales.

## ACADEMIA DE inglés

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## Portafolio de Evidencias

### Descriptive Texts.- Simple past and past progressive

#### What is a descriptive Text?

Descriptive text shows, through careful **observation**, how a thing is done (a place, a person, an animal), highlighting the features, qualities, distinctive aspects, in order to furnish a clear and complete conception.

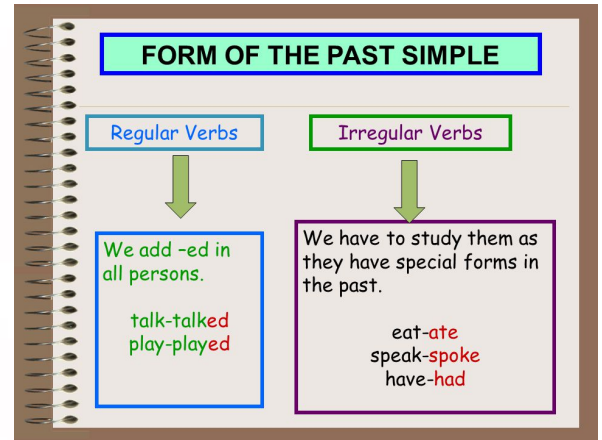
The **main objective** of a descriptive text is to **inform**: it is the case of the technical descriptions in scientific encyclopedias, handbooks, dictionaries, guides.

This type of texts is widespread in all **areas of social life**. They are often placed within a narrative, expository or argumentative. Any text journalism, advertising, scientific manual, etc ... contains, in fact, one or more descriptive parts.

Descriptive Writing Outline

<p><b>Topic Sentence</b> Write a sentence that tells what you are going to describe. Be sure to include where and when.</p>	Last Christmas, my family and I went to Disney World.
<p><b>Detail Sentence</b> Write a sentence that describes what you see.</p>	The first time I entered the park was the most beautiful thing I ever saw. I could see people and Disney Characters everywhere. Little white lights were on all the beautiful buildings.
<p><b>Detail Sentence</b> Write a sentence that describes how you feel.</p>	I was so excited, I didn't know what to do first.
<p><b>Detail Sentence</b> Write a sentence that describes what you hear.</p>	There seemed to be music playing everywhere we went. People were laughing and I could hear the rumble of noise from the rides.
<p><b>Detail Sentence</b> Write a sentence that describes what you smell.</p>	Everything smelled wonderful. I could smell popcorn, candy and chocolate fudge as I walked down the main street.
<p><b>Detail Sentence</b> Write a sentence that describes what you taste.</p>	My mom bought me the biggest piece of fudge I have ever seen. It was so creamy, it melted in my mouth.
<p><b>Concluding Sentence</b> Write a summary statement that uses a strong feeling statement.</p>	I will never forget the moment I walked into Disney World. It was one of the happiest days of my life!

Past Simple		
POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I started	I did not (didn't) start	Did I start
You started	You did not (didn't) start	Did you start
He started	He did not (didn't) start	Did he start
She started	She did not (didn't) start	Did she start
It started	It did not (didn't) start	Did it start
We started	We did not (didn't) start	Did we start
You started	You did not (didn't) start	Did you start
They started	They did not (didn't) start	Did they start



Past Progressive		
POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I was starting	I was not (wasn't) starting	Was I starting
You were starting	You were not (weren't) starting	Were you starting
He was starting	He was not (wasn't) starting	Was he starting
She was starting	She was not (wasn't) starting	Was she starting
It was starting	It was not (wasn't) starting	Was it starting
We were starting	We were not (weren't) starting	Were we starting
You were starting	You were not (weren't) starting	Were you starting
They were starting	They were not starting	Were they starting

[www.englishgrammarhere.com](http://www.englishgrammarhere.com)

## PAST PROGRESSIVE

was/were + verb-ing

Remember: usually STATIVE VERBS are NOT used in the progressive (-ing) form.

When do we use the past progressive?

### Action Before & After a Specific Time

Yesterday at noon, I was eating lunch.

### Interrupted Continuous Past Action

I was watching a movie when she called.

### Parallel Actions

I was reading while my brother was playing guitar.

### Repeated Action (often with "always")

My last roommate was always leaving dirty dishes in the sink.

### To Start a Story / Create an Atmosphere

While I was driving to work yesterday...  
The sun was shining, and birds were singing...

**A E** American English at State

[americanenglish.state.gov](http://americanenglish.state.gov)

## Structures for WH questions

a) In simple past form

**question word** + **did** + **subject** + **verb in present simple** + **?**

b) In past progressive form

Question word	"BE" +	Subject +	main verb (V+ing) +	modifier ?
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<https://www.nytimes.com/2018/04/30/learning/whats-going-on-in-this-picture-april-30-2018.html>

Look at the image, and answer the following questions on your portfolio, try to use descriptive words:

What was going on in this picture?

What do you see that makes you say that?

What more can you say happened before or after this picture was captured?

*You can read more about the picture on the following descriptive text:*

<https://www.nytimes.com/2018/03/14/world/asia/new-zealand-maori-waka-hourua.html>

***Title of the article: Sailing Maori Journey, New Zealanders Rekindle Indigenous Pride***

Caption under the picture: The haka powhiri, a chant and dance of welcome.

### Instrumento de evaluación

#### Lista de cotejo Portafolio de evidencias

Indicadores	Cumple	No cumple
Muestra notas sobre texto descriptivo		
Muestra notas sobre gramática		
Presenta un párrafo descriptivo a partir de las respuestas sobre la imagen en anexo.		
Registra preguntas para aclarar dudas con su docente.		
Registra nombre del estudiante y fecha de las actividades realizadas.		
<b>Retroalimentación docente ante logro de aprendizaje esencial</b>		

## Descripción de sucesos

### A. A glass of milk

1. Listen to your teacher's voice

Description of the last time he/she enjoyed drinking a glass of milk.

2. Predict the order in which the following actions occurred in a tv commercial.

- ( ) The Rock hit an alien and got ready for some action.
- ( ) The city was a complete chaos and people looked disoriented.
- ( ) The Rock ran out of milk and had to get some immediately.
- ( ) The Rock saw some bank robbers and let them go.
- ( ) A little girl asked The Rock for help but he had to go.
- ( ) The rock calmly drank a glass of milk.

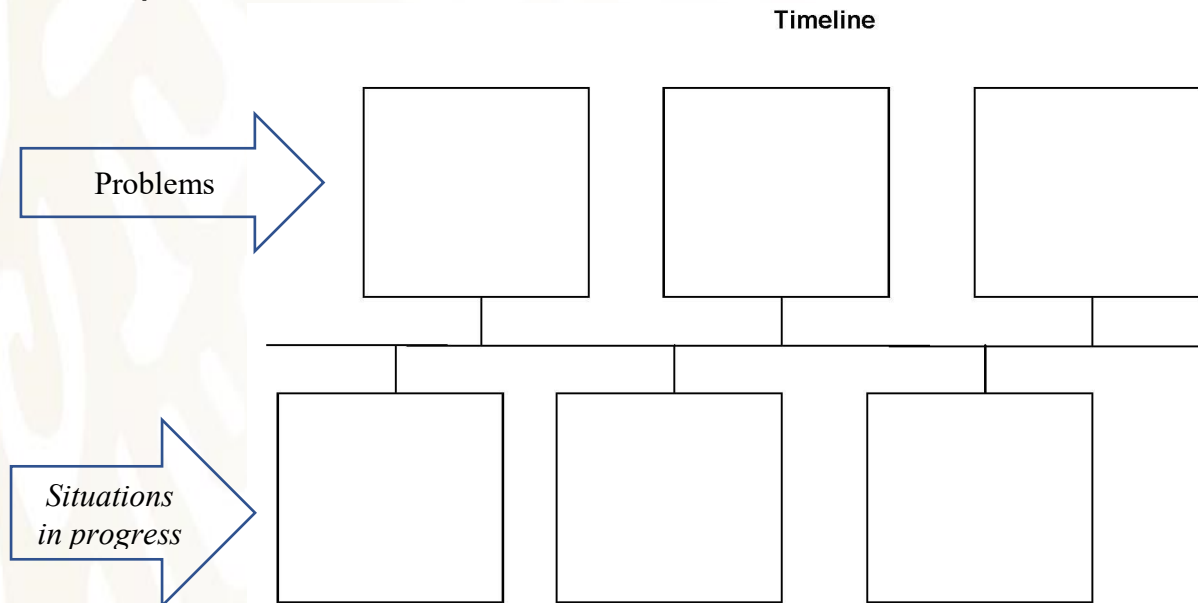
3. Watch the video:

<https://www.youtube.com/watch?v=ngRuqEhCE0k>

4. Write next to the parenthesis the order in which the actions actually occurred. Use a different color.

5. Watch the video again and pay attention to 4 situations where the help of the Rock was needed.

6. Write in the time line the situations that were in the video and write what do you imagine was happening before the Rock saw that problem.





**B. A soft drink.**

Listen to your teacher´s voice

Description of the last time he/she enjoyed drinking a coca-cola

Predict the order in which the following actions occurred in the tv commercial.

- ( ) Antman took a mini coke from a fridge.
- ( ) Antman jumped out a window.
- ( ) The Hulk chased Antman.
- ( ) Antman opened the mini coke.
- ( ) Antman gave The Hulk a compliment

Watch the video: <https://youtu.be/sMkGwCw7iv8>

Write next to the parenthesis the order in which the actions actually occurred. Use a different color.

Write 3 sentences about situations in the video that were or weren´t happening when Antman was running away with the soda can.

- 1.
- 2.
- 3.

**Instrumento de evaluación**

**Lista de cotejo**

<b>Indicadores</b>	<b>Cumple</b>	<b>No cumple</b>
Logra ordenar al menos 3 oraciones en secuencia correcta de actividad A.		
Presenta línea del tiempo con oraciones en pasado simple y pasado progresivo en actividad A.		
Logra ordenar al menos 3 oraciones en secuencia correcta de actividad B.		
Presenta 3 oraciones en pasado progresivo (afirmativo o negativo) en actividad B.		
Registra nombre del estudiante y fecha de las actividades realizadas.		
<b>Retroalimentación docente ante logro de aprendizaje esencial</b>		

## Los Beatles



Write the vocabulary that comes to your mind when you see this picture, according to the 5 senses. Write 4 sentences using simple past or past progressive and vocabulary from the lists.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Descriptive Paragraph

Your Mission: Describe your topic in vivid detail.

Topic:	Sights: • • • •	First Draft: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Tastes:		
Sounds:		
Smells:	Textures: • • • • •	



Student A

**READ AND COMPLETE THE INFORMATION BELOW ABOUT THE BEATLES. ASK YOUR CLASSMATE TO GET THE MISSING INFORMATION.**

Student A



The Beatles were one of the most successful and influential pop-music

groups of the 1960s. This quartet of British musicians was the guitarist John Lennon (October 9, 1940–December 8, 1980); bass guitarist \_\_\_\_\_ (born June 18, 1942); lead guitarist George Harrison (February 25, 1943–November 29, 2001); and drummer Ringo Starr (originally Richard Starkey; born \_\_\_\_\_, 1940).

Lennon formed a band in \_\_\_\_\_, England, while he was in high school in the mid-1950s. McCartney and then Harrison joined the group in the late 1950s. In its early years the band also had several other members. In 1962 they \_\_\_\_\_ contract with a large music company. At about this time they chose Starr to replace drummer \_\_\_\_\_.

At first the Beatles' songs were upbeat and fairly simple. The first song recorded by the Beatles was \_\_\_\_\_ in 1962. Their first hit came the following year, when "Please Please Me" climbed to the top of the British music charts.

The Beatles became very famous in Britain. People started calling the excitement over the band Beatlemania. The Beatles became wildly popular in the United States too after appearing on \_\_\_\_\_ television program in February 1964. Teenage girls across the country screamed and fainted over them, and boys copied the Beatles' look. By April 1964 the top five hits in the United States were all Beatles songs.



In the late 1960s the Beatles began creating more adventurous music, combining different musical styles. The album *Sergeant Pepper's Lonely Hearts Club Band* (1967) showed a new complexity. The band also recorded the albums *The Beatles* (1968), *Abbey Road* (1969), and \_\_\_\_\_ (1970).

The pressures of fame led the Beatles to break up in \_\_\_\_\_. All four continued their musical careers—Lennon with his wife named \_\_\_\_\_; McCartney with the band Wings and later as a solo performer; and Starr and Harrison mainly as solo artists.

**Write the open past tense QUESTIONS to find the missing information.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Student B

**READ AND COMPLETE THE INFORMATION BELOW ABOUT THE BEATLES. ASK YOUR CLASSMATE TO GET THE MISSING INFORMATION.**

## Student B

The Beatles were one of the most successful and influential pop-music

groups of the 1960s. This quartet of British musicians was the guitarist



John Lennon (October 9, 1940–December 8, \_\_\_\_\_); bass guitarist Paul McCartney (born June 18, 1942); lead guitarist George Harrison (February 25, 1943–November 29, 2001); and drummer \_\_\_\_\_ (originally Richard Starkey; born July 7, 1940).

Lennon formed a band in Liverpool, England, while he was in \_\_\_\_\_ in the mid-1950s. McCartney and then Harrison joined the group in the late \_\_\_\_\_. In its early years the band also had several other members. In 1962 they signed a recording contract with a large music company. At about this time they chose \_\_\_\_\_ to replace drummer Pete Best.

At first the Beatles' songs were upbeat and fairly simple. The first song recorded by the Beatles was "Love Me Do" in 1962. Their first hit came the following year, when \_\_\_\_\_ climbed to the top of the British music charts.

The Beatles became very famous in Britain. People started calling the excitement over the band \_\_\_\_\_. The Beatles became wildly popular in the United States too after appearing on Ed Sullivan's television program in February 1964. Teenage girls across the country screamed and fainted over them, and boys \_\_\_\_\_ the Beatles' look. By April 1964 the top five hits in the United States were all Beatles songs.



In the late 1960s the Beatles began creating \_\_\_\_\_, combining different musical styles. The album *Sergeant Pepper’s Lonely Hearts Club Band* (1967) showed a new complexity. The band also recorded the albums *The Beatles* (1968), *Abbey Road* (1969), and *Let It Be* (1970).

The pressures of fame led the Beatles to break up in 1970. All four continued their musical careers—Lennon with his wife named Yoko Ono; McCartney with the band \_\_\_\_\_ and later as a solo performer; and Starr and Harrison mainly as solo artists.

**Write the open past tense QUESTIONS to find the missing information.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





**Instrumento de evaluación**

RATING SCALE	No (0)	Needs to improve (1)	Yes (2)
The student uses the graphic organizer to describe the Beatles photograph.	No	Needs to improve	Yes
Writes 4 descriptive sentences using simple past and/or past progressive	No	Needs to improve	Yes
Writes 10 open questions in simple past tense to find the missing information in the Beatles text.	No	Needs to improve	Yes
Presents 10 answers to the 10 questions made by a classmate about the missing information in the Beatles text.	No	Needs to improve	Yes
Writes in complete sentences or Speaks English fluently when giving answers to the classmate.	No	Needs to improve	Yes

**Entrevista Musical**

Classify the following adjectives according to the 4 categories in the chart.

- |           |             |           |
|-----------|-------------|-----------|
| Festive   | Pale        | Outgoing  |
| Sweet     | Slim/Thin   | smooth    |
| Upbeat    | Handsome    | mellow    |
| Jolly     | Brave       | Loud      |
| Beautiful | Cheerful    | Clear     |
| Chubby    | Intelligent | Calm      |
| Tall      | Kind        | Energetic |

Personality	Physical appearance	Sound	Emotions



Work on an example.- Fill in the blanks with Simple Past Tense or Past Progressive Tense.

**Student:** Mom, when you were young, who was your favorite singer?

**Mom:** My favorite singer \_\_\_\_\_ (BE) Chayanne.

**Student:** Why \_\_\_\_\_ you \_\_\_\_\_ (LIKE) him?

**Mom:** Because he \_\_\_\_\_ (BE) very handsome and he \_\_\_\_\_ (SING) very nice.

**Student:** Which \_\_\_\_\_ (BE) your favorite song?

**Mom:** My favorite song \_\_\_\_\_ (BE) "Lo dejaría todo"

**Student:** \_\_\_\_\_ you \_\_\_\_\_ (KNOW) the lyrics?

**Mom:** Yes, I \_\_\_\_\_. I usually \_\_\_\_\_ (SING) that song, especially when I \_\_\_\_\_ (WALK) back home from school.

**Student:** \_\_\_\_\_ you \_\_\_\_\_ (GO) to one of his concerts?

**Mom:** No, I \_\_\_\_\_, because I \_\_\_\_\_ (HAVE) money because I \_\_\_\_\_ (WORK).

**Student:** Thanks for the information,

Now create your own questions:

Wh Questions	Yes-No Questions

With the answers you got, write a descriptive paragraph about your parent´s favorite artist and the experience you had while the interview took place.



**Instrumento de evaluación**

Calificación: \_\_\_\_\_

Lista De Cotejo Para La Evaluación De Una Entrevista Utilizando Pasado Simple Y Pasado Progresivo			
	Aspectos a evaluar	Escala De Evaluación (10 Puntos en total)	
		SI	NO
1	El estudiante hace uso correcto de conjugaciones en diálogo de práctica.		
2	El estudiante envía a tiempo el documento PDF con lista de preguntas realizadas en entrevista y el párrafo derivado de la entrevista.		
3	El estudiante hace uso correcto del pasado simple en forma afirmativa.		
4	El estudiante hace uso correcto del pasado simple en forma negativa.		
5	El estudiante hace uso correcto del pasado simple en forma interrogativa.		
6	El estudiante hace uso correcto de descripciones.		
7	El estudiante hace uso correcto del pasado progresivo en forma afirmativa.		
8	El tema de la entrevista y el párrafo descriptivo habla sobre el tema solicitado: descripción de artista y sucesos durante la entrevista..		
9	En la entrevista se hace uso de vocabulario variado además del uso de ambos tiempos (Pasado Simple y Pasado Progresivo).		
10	La entrevista no tienen similitud con ningún otro trabajo ya entregado por otro alumno		
Total de puntos:			

Observaciones:



## Reactivos de Lectura de comprensión

Read the following text: Mariah Carey ´ s Biography and according to the information,

Write 10 True or False sentences about specific situations that happened and were happening in the life of the artist.

My favorite singer was Mariah Carey. She was a very young girl at that time. She had a very beautiful voice. Some of the critics said that she had a terrible voice but she won a lot of awards thanks to her voice. She was born in 1970. She was born in New York. She had two older siblings: a brother Morgan and a sister, Alison. She got married twice. Carey ´ s parents divorced when she was three years old.

She was one of the most successful female performers of the 1990s and remained popular into the early 21st century.

Carey, whose mother was a vocal coach and former opera singer, began performing as a child. After graduating (1987) from high school in Greenlawn, New York, she moved to New York City to pursue a singing career. She made a demo tape that led Tommy Mottola, an executive at Columbia Records, to sign her in 1988; the couple married in 1993. Her debut album, *Mariah Carey* (1990), showcased her incredible vocal range and blended several musical genres including gospel, pop, and rhythm and blues (R&B). It was a huge success, and in 1991 Carey won Grammy Awards for best new artist and best female pop vocalist. That same year the title track from her follow-up album, *Emotions*, became her fifth consecutive chart-topping single. Subsequent hit albums included *Music Box* (1993) and *Daydream* (1995), both of which sold some 10 million copies in the United States, as well as the holiday-themed *Merry Christmas* (1994). All the recordings were accompanied by music videos that helped make Carey a fixture on the cable network MTV.

Despite such success, Carey grew tired of the sweet and wholesome image that her label had developed for her. After announcing her separation from Mottola in 1997 (they divorced in 1998), she released *Butterfly* (1997), which reflected her new independence. The album was heavily influenced by hip-hop and rap and the related music videos revealed a more sexual Carey. The single "Heartbreaker" (featuring Jay-Z) topped the charts in 1999, making Carey the first artist to hit number one on the *Billboard* singles chart in each year of a decade.

Example.-

Carey wasn ´ t growing up with her mother and father married. T F

- 1.- \_\_\_\_\_ T F
- 2.- \_\_\_\_\_ T F
- 3.- \_\_\_\_\_ T F
- 4.- \_\_\_\_\_ T F





- 5.- \_\_\_\_\_ T F
- 6.- \_\_\_\_\_ T F
- 7.- \_\_\_\_\_ T F
- 8.- \_\_\_\_\_ T F
- 9.- \_\_\_\_\_ T F
- 10.- \_\_\_\_\_ T F

**Instrumento de evaluación**

Calificación: \_\_\_\_\_

Lista De Cotejo Para La Evaluación Del Texto Descriptvo: "My favorite Singer: Mariah Carey"			
	Aspectos a evaluar	Escala De Evaluación (10 Puntos en total)	
		SI	NO
1	El alumno envía a tiempo el documento PDF con 10 oraciones de Falso o Verdadero.		
2	El alumno hace elabora 10 oraciones concisas acerca del texto.		
3	Las oraciones no son copiadas textualmente.		
4	El PDF contiene 10 oraciones correctas.		
5	El PDF contiene 9 oraciones correctas		
6	El PDF contiene 8 oraciones correctas.		
7	El PDF contiene 7 oraciones correctas.		
8	El trabajo se hace en equipos de 3, pero cada alumno entrega su propio documento, encabezando con su nombre la lista de los tres alumnos.		
9	Cada oración va acompañadas de una imagen acorde a lo descrito.		
10	Las oraciones no tienen similitud con ningún otro trabajo ya entregado por otro alumno		
	Total de puntos:		

Observaciones:

## Portafolio de Evidencias Informative Texts.- Simple past and past progressive






### What are Informative Texts?

- Informative texts are texts which intend to **inform** the reader or viewer.
- They use facts to describe and explain people, animals, objects, events or phenomena.
- Informative texts use clear language and technical vocabulary.
- Examples of informative texts include:
  - instructions
  - newspaper reports
  - scientific articles.



Teach Starter.com

### Informational Text Structures

Description	Problem and Solution	Compare and Contrast	Cause and Effect	Sequence
				
<b>Signal Words:</b> such as, for instance, in addition, also, specifically	<b>Signal Words:</b> problem, issue, since, as a result, solution, idea, so, leads to, causes	<b>Signal Words:</b> similar, same, alike, both, as well as, unlike, as opposed to, on the other hand, in contrast, instead	<b>Signal Words:</b> since, because, if, due to, as a result of, causes, leads to, consequently, then, therefore	<b>Signal Words:</b> first, second, third, then, next, before, after, finally, following
<b>Tips:</b> Ask yourself: what specific person, place, thing, or idea is being described?	<b>Tips:</b> Ask yourself: what is the problem and what is the solution?	<b>Tips:</b> Ask yourself: what is being compared?	<b>Tips:</b> Ask yourself: what happened and why did it happen?	<b>Tips:</b> Ask yourself: Is this event taking place over time?
Look for a topic word or phrase and for synonyms.	Look for the problem first and then the solution.	How are they the same? How are they different?	Remember, you are looking for a cause, not a solution.	Look for steps or references to time such as dates.

Informational Text Structures Posters created by Rachel Lynette Copyright ©2012 all rights reserved

<http://www.rachel-lynette.com>



## Past Simple Tense

**Simple Past Tense** indicates an action which is completed at a definite time in the past.

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I started	I did not start	Did I start
You started	You did not start	Did you start
He started	He did not start	Did he start
She started	She did not start	Did she start
It started	It did not start	Did it start
We started	We did not start	Did we start
You started	You did not start	Did you start
They started	They did not start	Did they start

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Positive Sentences	Negative Sentences	Question Sentences
<ul style="list-style-type: none"> <li>We <b>watched</b> the news last night.</li> <li>They <b>went</b> to the party yesterday.</li> <li>She <b>read</b> the book.</li> <li>He <b>drew</b> beautiful pictures last week.</li> <li>I <b>learnt</b> Spanish last summer.</li> <li>You <b>gave</b> the present to your friend.</li> <li>We <b>bought</b> a new car.</li> </ul>	<ul style="list-style-type: none"> <li>We <b>did not watch</b> the news last night.</li> <li>They <b>did not go</b> to the party yesterday.</li> <li>She <b>did not read</b> the book.</li> <li>He <b>did not draw</b> beautiful pictures last week.</li> <li>I <b>did not learn</b> Spanish last summer.</li> <li>You <b>did not give</b> the present to your friend.</li> <li>We <b>did not buy</b> a new car.</li> </ul>	<ul style="list-style-type: none"> <li><b>Did</b> we <b>watch</b> the news last night?</li> <li><b>Did</b> they <b>go</b> to the party yesterday?</li> <li><b>Did</b> she <b>read</b> the book?</li> <li><b>Did</b> he <b>draw</b> beautiful pictures last week?</li> <li><b>Did</b> I <b>learn</b> Spanish last summer?</li> <li><b>Did</b> you <b>give</b> the present to your friend?</li> <li><b>Did</b> we <b>buy</b> a new car?</li> </ul>

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## Past Perfect Tense

**Past Perfect Tense** indicates a past action which is completed before another past action.

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I <b>had started</b>	I <b>had not started</b>	<b>Had</b> I <b>started</b>
You <b>had started</b>	You <b>had not started</b>	<b>Had</b> you <b>started</b>
He <b>had started</b>	He <b>had not started</b>	<b>Had</b> he <b>started</b>
She <b>had started</b>	She <b>had not started</b>	<b>Had</b> she <b>started</b>
It <b>had started</b>	It <b>had not started</b>	<b>Had</b> it <b>started</b>
We <b>had started</b>	We <b>had not started</b>	<b>Had</b> we <b>started</b>
You <b>had started</b>	You <b>had not started</b>	<b>Had</b> you <b>started</b>
They <b>had started</b>	They <b>had not started</b>	<b>Had</b> they <b>started</b>

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Positive Sentences	Negative Sentences	Question Sentences
<ul style="list-style-type: none"> <li>I went there after I <b>had completed</b> the task.</li> <li>She <b>had come</b> late to the school.</li> <li>My father and mother <b>had been married</b> for two years when I was born.</li> <li>Until he went to England, he <b>had never spoken</b> English.</li> <li>If you <b>had studied</b> hard last year, he would have passed all his exams.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>had not completed</b> the task.</li> <li>She <b>had not come</b> late to the school.</li> <li>They <b>had not been married</b> when I was born.</li> <li>Until he went to England, he <b>had not spoken</b> English.</li> <li>You <b>had not studied</b> hard.</li> </ul>	<ul style="list-style-type: none"> <li><b>Had</b> you <b>completed</b> the task?</li> <li><b>Had</b> she <b>come</b> late to the school?</li> <li><b>Had</b> they <b>been married</b> when I was born?</li> <li><b>Had</b> he <b>spoken</b> English until he went to England?</li> <li><b>Had</b> she <b>done</b> her homework?</li> <li><b>Had</b> he <b>lived</b> in Florida?</li> </ul>

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# PAST PERFECT

had + past participle

When do we use the past perfect?

### A Completed Action before a Different Past Action

When we got to the station, the train **had already left**.  
By the time she got to the beach, the sun **had set**.

### Reported Speech

Kim told me she **had gone** to the party.  
Ben told me that he **had never been** to Disneyland before.

### A Period of Time before an Event in the Past \*

We **had owned** our house for twenty years before we sold it.  
I **had worn** that watch for ten years before I gave it to my son.

### In the "if" clause of the Third Conditional

If you **had studied** for the test, you **wouldn't have failed**.  
If it **had snowed**, we **would have gone** skiing.

\* Often the past perfect is used in this way with stative verbs (verbs that are not used in the -ing form). However, in American English the simple past is often used instead of the past perfect.



Read the headlines of news and write what you know or what you want to know about each event.

### Kansas City Chiefs squeak past the San Francisco 49ers to win Super Bowl



Patrick Mahomes, of the Kansas City Chiefs, raises the Vince Lombardi Trophy after defeating the San Francisco 49ers 31-20 in Super Bowl LIV at Hard Rock Stadium on Feb. 2 in Miami. (Getty Images)

### Olympics are postponed



A man wearing a face mask walks past a Tokyo 2020 Olympics countdown clock that had to be adjusted for the new start date of July 23, 2021. (2020 Getty Images)

### Dodgers' first World Series victory since 1988



The Los Angeles Dodgers celebrate after Julio Urias strikes out Willy Adames of the Tampa Bay Rays to give the Dodgers the 3-1 victory in Game 6 to win the World Series, Oct. 27. (Getty Images)

News	K What do you know that happened?  Sentence In simple past AFFIRMATIVE form.	W What would you like to know about the experience people have lived in this kind of event? Question in present perfect.	L Write a sentence about what you did not know about this event. Sentence in simple past NEGATIVE form.
Super Bowl 2020			
Olympics 2020			
World Series 2020			



**Instrumento de evaluación**  
**Lista de cotejo Portafolio de evidencias**

Indicadores	Cumple	No cumple
Muestra notas sobre texto informativo		
Muestra notas sobre gramática		
Presenta organizador gráfico con oraciones en pasado simple y presente perfecto		
Registra preguntas para aclarar dudas con su docente.		
Registra nombre del estudiante y fecha de las actividades realizadas.		
<b>Retroalimentación docente ante logro de aprendizaje esencial</b>		

**Juego de lectura de comprensión**

Read the following story, identify the verbs in past perfect and underline them.

**A CREEPY TALE**

It was a dark cold night.

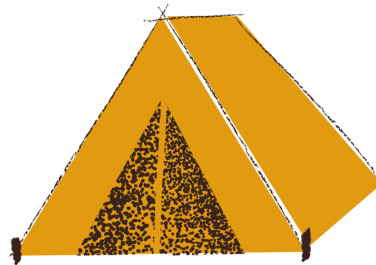
A group of teens were camping around a cemetery, but they didn't realize that.

Actually, they were playing when "it" arrived.

The bushes had made this incredible noise; they had just started to move like if someone were over there just watching and waiting for them, but they continued playing. Something was walking on the grass, approaching to the teens, and moving from one side of the camp to the other.

One of the friends thought he had heard something and went near the bushes, but the noise had stopped. He went back to his friends and they asked him where he had been, but he said nothing.

The wind had blown for a lot of time, but suddenly, it stopped, when they thought it had already finished, a big noise came from the back of the tree. A big shadow appeared, the teens shouted as the shadow was getting bigger and bigger, and suddenly...



After reading the story one more time, prepare yourself to answer one of the following questions while playing the board game with classmates.

*Why had "it" approached and scared the teens?*

*What had happened before the teens heard a big noise from the back of the trees?*

*Why did the guy go near the bushes?*

*What do you think happened at the end of the story?*

**Play the following board game**  
**Materials: A dice, some tokens.**  
**Instructions:**

- Get into groups of three students
- Throw the dice.
- Make sentences using the past perfect tense structures according to the box you land, trying to answer one of the following questions:

*Why had "it" approached and scared the teens?*

*What had happened before the teens heard a big noise from the back of the trees?*

*Why did the guy go near the bushes?*

*What do you think happened at the end of the story?*

Example: (had eaten): *It had eaten two days ago and he was really hungry.*

Note.- you can make negative sentences too!.

d) The team will decide if your partner's sentence is correct.

e) The winner will be the first one to get to the finish.

1	2	3	4
<b>START</b>	... had eaten ...	... had visited ...	... had done ...
5	6	7	8
... had played ...	<b>Jump 10 times</b>	... had watched ...	<b>Go To Number 12</b>
10	11	12	13
<b>Sing a song</b>	... had written ...	... had ridden ...	<b>Shout loudly</b>
15	16	17	18
... had changed ...	... had called ...	<b>Go To Number 20</b>	... had wanted ...
20	21	22	23
... had cut ...	<b>Go Back To START</b>	... had put ...	... had slept ...
			<b>FINISH</b>

## Instrumento de evaluación

**Grade: total points/ 20**

**5: Excellent    4: Average    3: Satisfactory    2: Below average**

ASPECTS TO EVALUATE	5 points	4 points	3 points	2 points
Appropriate grammar structures and vocabulary in sentences	Sentences were correct with appropriate complexity of language and vocabulary.	Sentences were correct with a simple complexity of language and vocabulary.	Sentences included some errors which not affected the meaning at all.	Sentences included errors which affected the meaning and understanding in the sentences.
Students' active participation.	Student's participation was constant. The student's interaction was excellent for the activity's objective.	Student's participation was appropriate and with enough interaction for the activity's objective.	Student's participation was barely enough and sometimes there was no interaction.	Student's participation was null and there was little or no interaction so the objectives were not achieved.
Pronunciation and fluency.	Speaks clearly and distinctive all the time with no pronunciation mistakes.	Speaks clearly and distinctive all the time with some pronunciation mistakes.	Speaks clearly and distinctive most of the time with some pronunciation mistakes.	Too many pronunciation mistakes that affected convey meaning most of the time.
Respect for classmates' participation.	Shows respect all the time and promotes student's participation in a collaboratively way.	Shows respect most of the times and pays attention to their classmates' opinions.	Participates actively but sometimes interrupting and affecting their partners' performances.	A little participation in the activities and sometimes showing apathetic

## Noticia en mi entorno

Choose a news that has captured your attention.

For example:

The day that the ground opened up in Mexico's Puebla State: 'We looked outside and saw the earth moving'

A huge sinkhole has caused a family to lose their home in Santa María Zacatepec. While the authorities and scientists investigate the phenomenon, the small village has become a tourist attraction



Complete a time line with the main events that happened in the news.

Example

Loud noise heard by Sanchez family



5 meter hole appears in the middle of a farm



National guard closes the area

Write a list of 10 verbs in infinitive and past participle form related to the main events.

Example

Listen - listened; See - seen; think-thought; Sink - sunk; appear - appeared; close- closed

Read an article about the news that you choose and underline the actions you listed.

Example.-

*In Santa María Zacatepec, some 119 kilometers from Mexico City, the Sánchez family was surprised on Saturday afternoon, May 29, by a loud crash, which they initially thought was a lightning strike.*

*However, shortly afterwards, the Sánchez family discovered that a few meters from their house, in the middle of the field, the ground had sunk.*

Write sentences using simple past and past perfect, based on your reading and your time line.

Until yesterday, June 14th, what had been the most important news about the sinkhole in Puebla?

The Sánchez family \_\_\_\_\_ (surprise) when they heard the loud crash, which they initially \_\_\_\_\_ (think) was a lightning strike.

The 5-meter-diameter hole in Puebla \_\_\_\_\_ (turn into) a sinkhole of more than 100 meters.

The Sánchez family \_\_\_\_\_ (discover) that a few meters from their house, in the middle of the field, the ground \_\_\_\_\_. (sink)



## Instrumento de evaluación ASSESSMENT - EVIDENCE: Rewriting and Telling NEWS

Individual Evaluation: \_\_\_\_\_ Team Evaluation: \_\_\_\_\_

Individual Activity.- Practice reading comprehension in informative text				
Criteria	EXCELLENT (2)	VERY GOOD (1)	GOOD (0.5)	NEEDS IMPROVEMENT (0)
Choose an important news in my community and surroundings	Designs a time line of the events of the news that happened in community or surroundings.	Designs a time line of the events of news that happened in a remote place.	Lists the events without respecting the time related order.	No time line was presented.
Awareness of verb in past participle	Lists 10 verbs in past participle and base form	List 10 verbs only in past participle	Lists less than 10 verbs in base form and past participle	Lists verbs in base form only
Identification of verb tenses: simple past and past perfect in a news article.	The news article related to the topic has highlighted verbs in simple past and past perfect.	The news article has only one type of verb tense highlighted.	The news article has verbs highlighted, but they are not in the simple past nor the past perfect.	The student did not present a news article related to the selected topic.
Use of grammar	Construction of sentences combining simple past and past perfect with proper grammatical structure.	More than 50% of the sentences have errors in grammatical structure, when combining simple past and past perfect.	The sentences only used one verb tense in the composition and present several errors.	The sentences present a lot of errors in the use of simple past and past perfect.
Coherence is present in given sentences.	Correct order of events according to the verb tense used. Inclusion of variety in types of sentences: affirmative, negative and/or interrogative	Correct order of events according to the verb tense used. Only one type of the following sentences were used: affirmative, negative or interrogative	The sentences use simple past or past perfect, with some errors, but are not related to two events in the same sentence.	There are many errors in the sentence structure which makes it difficult to follow the logical sequence.
Total points:				



<b>Team Work.- Oral presentation of news</b>				
Criteria	EXCELLENT	VERY GOOD	GOOD	NEEDS IMPROVEMENT
FORMAT	The visual aids look professional and help understand better the oral presentation.	The visual aids help understand better the oral presentation.	The visual aids look professional.	The are not visual aids used.
LANGUAGE	English is used throughout the presentation, and no one is reading.	English is used throughout the presentation, half of the team is reading.	English and Spanish is used throughout the presentation, and most of the time the team members are reading.	All the time the team members are reading and use more Spanish than English.
PERFORMANCE	All the team members were orally prepared and took turns to present.	More than half of the team members participated orally in equal amount of time.	Two members of the team outstand from the rest.	Only one member of the team presented most of the time.
CONTENT	The News is relevant to everyone in the team. Other teams had students who worked the news in the individual assignment.	The News is relevant to everyone in the team. One team member worked the news in the individual assignment.	The News is relevant to everyone in the team. This news is not presented by any team member.	The News is not relevant because is outdated.
CREATIVITY	The presentation shows originality and creativeness	The presentation shows originality and creativeness but distracts more than complements	The presentation shows lack of originality and creativity	There is no creative features in the presentation
Total points:				

## Portafolio de Evidencias Narrative Texts.- 2<sup>nd</sup> and 3<sup>rd</sup> conditional

### A. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

### B. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

### C. Generic Structures of Narrative Text

A narrative text consists of the following structure:

**Orientation:** Introducing the participants and informing the time and the place.

**Complication:** Describing the rising crises which the participants have to do with.

**Resolution:** Showing the way of participant to solve the crises, better or wrong.

Examples: A legend; a short story; a fable; a novel; a play; a fairy tale.

## SECOND CONDITIONAL

El segundo condicional, habla de cosas que aún podrían suceder, aunque la posibilidad de que ocurran parece remota. Para hacer oraciones se necesitan los siguientes elementos: CLÁUSULA CONDICIONAL + CLÁUSULA DE RESULTADO ó CLÁUSULA DE RESULTADO + CLÁUSULA CONDICIONAL:

- Cláusula condicional: If + person + were / simple past + complement
- Cláusula de resultado: Person + would + present verb

### SECOND CONDITIONAL

We use this conditional to express *unlikely* or *impossible* situations. To the conditional clause we use:

If + 😊  
Simple past tense  
WERE (To be past)

To the result clause we use:

😊 + Would + verb + complement

CONDITIONAL

RESULT

If I had money , I would buy a nice car.

If I were a superhero , I would save the planet

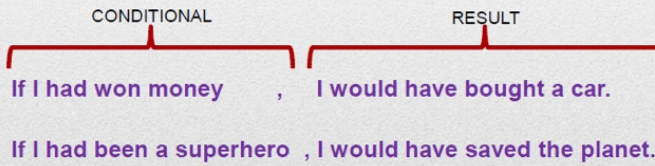
### THIRD CONDITIONAL

We use this conditional to talk about situations that have not really happened, that is, to talk about hypotheses or something that would really be impossible.  
To the conditional clause we use:

**If** + 😊 + Had + participle verb (Past perfect tense)

To the result clause we use:

😊 + Would + have + participle verb



### THIRD CONDITIONAL

El tercer condicional en inglés es el que se usa para hablar de las cosas que no pasaron, o para imaginar qué habría pasado si las cosas hubiesen sido diferentes. Para hacer oraciones se necesitan los siguientes elementos: CLÁUSULA CONDICIONAL + CLÁUSULA DE RESULTADO

- Cláusula condicional: If + person + past perfect + complement
- Cláusula de resultado: Person + would + have + past participle + complement

**Read the narrative text below, identify the structure of the text and answer the questions.**

### GREAT THINGS NEVER COME EASY

Once upon a time there were two siblings, they were twins, named Luis and Alberto. They were studying in High School. Both were classmates as well. Luis was a studious boy but Alberto was a fun-loving boy and was not serious in studies. Luis used to study regularly to get good marks in exams whereas Alberto was not serious in studies and used to cheat in exams by using applications and web pages that helped him to answer easily the exams.

Alberto scored good marks in exams by using these techniques and always made him understand “Life is for fun and joy. I always pass with smart techniques. You should also enjoy your life like me”, but Luis never agreed with him.

Later on, the end of their high school studies was approaching, the students began to take entrance exams for the universities they wanted. Luis was a knowledgeable person and got selected by university recruitment, but Alberto was neither a knowledgeable nor a skillful person, so, he couldn't be selected by the university recruitment.

While Luis was still studying and making a great effort to become a successful engineer, his brother could not study any career because of his bad grades. Consequently, Alberto had to find a job with a low salary, and he was always regretting for the consequences of his laziness.



a) What are the names of the characters?

-----

b) What is the type of this narrative text?

-----

c) What is the lesson or message that you learned from the text?

-----

d) What character from the story did you feel familiar with? Why?

-----

**Now let´s make hypothetical statements**

<p><b>1. Based on the story, complete the sentences using the second conditional.</b></p> <p>1. If I were Alberto, ----- -----.</p> <p>2. ----- ----- if Luis didn't study hard.</p> <p>3. If Alberto worked honestly, ----- -----.</p> <p>4. The twins would be successful, ----- -----.</p> <p>5. Alberto would be a knowledgeable person, ----- ----- -----.</p>	<p><b>2. Based on the story, complete the sentences using the third conditional.</b></p> <p>1. If Alberto hadn't cheated in the exams in high school, ----- -----.</p> <p>2. Luis wouldn't have been a successful engineer ----- -----.</p> <p>3. ----- ----- if he had studied hard.</p> <p>4. If Alberto hadn't use any app or web page to answer the exams, ----- -----.</p> <p>5. Alberto would have found a better job ----- -----.</p>
---	--





Think about a particular situation that you have in your school life. Write hypothetical sentences about it using the second conditional. Example: If I studied harder, I would get good grades this semester.

1. \_\_\_\_\_  
\_\_\_\_\_

Think about something you regret about your school life. Write your regrets (past unreal and imaginary situations) using the third conditional. Example: If I hadn't skipped math classes, I wouldn't have failed the subject.

1. \_\_\_\_\_  
\_\_\_\_\_

Instrumento de evaluación  
Lista de cotejo Portafolio de evidencias

Indicadores	Cumple	No cumple
Muestra notas sobre texto narrativo		
Muestra notas sobre gramática		
Presenta ejercicios resueltos sobre texto narrativo "Great things never come easy"		
Registra preguntas para aclarar dudas con su docente.		
Registra nombre del estudiante y fecha de las actividades realizadas.		
<b>Retroalimentación docente ante logro de aprendizaje esencial</b>		



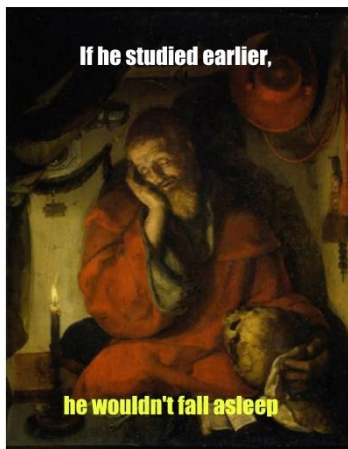
## Cuatro Memes

According to the examples given make FOUR memes using art paintings, SECOND CONDITIONAL and your imagination to hypothesize. (You may not use any other kind of image).

Example 1.- Topic: Environmental Conditions



Example 2.- Topic: School Routines



## Instrumento de evaluación

MEME ´ S RUBRIC					
Criteria	Excellent (3)	Good (2)	Fair (1)	Poor (0)	Score
Originality	Meme is original	Meme is mostly original, similar idea but different image used.	Meme is somewhat original, but idea is stolen.	Meme is repost.	
Humor	Meme is excellent in humor	Meme has good amount of humor.	Meme is ok in humor department.	Meme is not funny.	
Topic	Meme is perfect to show an opinion or emotion about a topic	Meme shows a good understanding of topic.	Meme shows some understanding of topic.	Meme shows no understanding of topic.	
Grammar	The second conditional statement has a condition and a result clause with correct verb structure. The use of a comma is properly placed.	The second conditional statement has a condition and a result clause with correct verb structure.	The second conditional statement has a condition and a result clause, but one of them does not have the correct verb structure.	The second conditional statement has incorrect structure in condition and result clauses.	
Image	It has a good quality, is clear and respects the indication about being an art picture.	The image is clear but not good quality. It respects the indication about being an art picture.	The image is somewhat pixelated but respects the indication about being an art picture.	The image is pixelated, not clear o doesn ´ t respect the indication about being an art picture.	

## Diagrama de Plan de vida profesional y financiera

Read the following text and complete the flowchart with statements in 2<sup>nd</sup> conditional, to present the consequences that may happen according to the given situations.

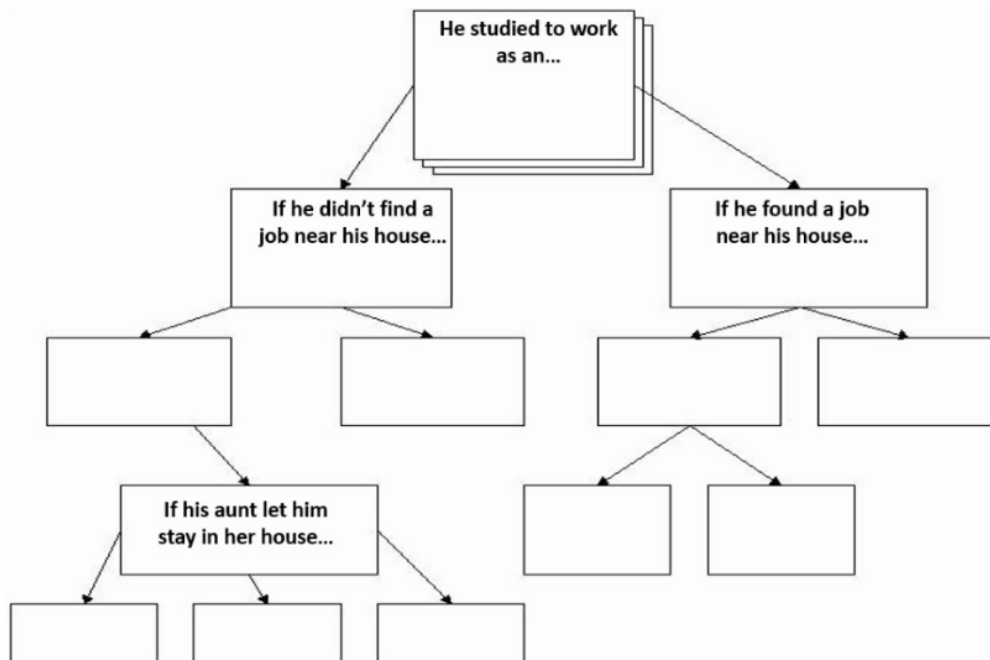
Hi, I am Emiliano. This year I will be graduated from college and I am so excited to find a great job.

I studied to be an engineer, so I am planning to look for a job in a factory near the place where I live. If I got the job, I wouldn't have to spend money on public transport, so I would help my family with some money, and I would also try to afford an English course. I am also interested on taking music lessons.

However, I am designing a second plan. If I don't get the job, I would look for other options in Mexico City. I do not have family members or friends living there, but I would like to live the experience of being there by myself. If I get a job in Mexico city, I would look for an apartment.

On the other hand, I could also work as an office assistant with my aunt in Guadalajara. If I couldn't work with my aunt, I would look for other options to work in Guadalajara. I know she would let me stay in her house for a while. If I am right, and she let me stay in her house, I would help her with some money. I would also save some money to help my parents, and finally I would also like to continue studying a master degree.

Complete the following flowchart according to Emiliano's situation





## Instrumento de evaluación

Escala de Valor de Diagrama			
Criteria	(5) Competent	(4) (3) Medium competent	(2) No competent (1)
<b>Content</b>	Presents direct & specific consequences to the given situations. Shows relationship thorough knowledge by giving at least 9 or more consequences and linking them to other possible situations.	Shows limited knowledge by giving at least 4 to 6 consequences to the given situations. Links the consequences to other possible situations.	Shows little or no evidence by giving less than 3 consequences and does not link completely to other possible situations.
<b>Style</b>	Sentences are clear and varied in pattern, easy to follow, excellent use of conjunctions. Both affirmative and negative statements are used equally.	Sentences are clear but may lack variation; there may be some confusing information. Affirmative, and negative statements are used in the chart.	Sentences aren't clear, lack of conjunctions, difficulties to follow. Only either affirmative, or negative statements are used in the chart.
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation. Appropriate use of the second conditional.	A few errors in grammar, spelling, syntax and punctuation, but not many. Some mistakes in the use of the second conditional.	Continuous errors in grammar, spelling, syntax and the use of the second conditional.
<b>Score</b>			
<b>Feedback</b>			

## Hipótesis laboral

Read about the reasons that a teenager has or doesn't have an employment.

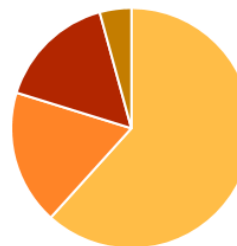
### 79% of young people in Mexico have problems finding job

The lack of experience, of learning a language and of courses that complement their studies means that 79% of young people in Mexico who belong to the millennial and centennial generation have problems entering the labor market, according to the study.

#### MAIN PROBLEMS FINDING JOB

Those surveyed indicate the next difficulties to be hired:

- 1) **58%** indicated that **lack of experience** is the main obstacle to get involved in the work environment.
- 2) **17%** refers that the **lack of a foreign language** is the second factor that young people indicate as a problem when they're joining.
- 3) Followed by **lack of additional knowledge** and **soft skills**, with **15%** and **4%**, respectively.



- Lack of experience
- Not bilingual
- Additional knowledge
- soft skills

Fuente: "Job Opportunity Shortage for Young People's Manpower."

## 7 SOFT SKILLS MORE WANTED

1. **Adaptacion** to difficulties and changes.
2. **Critical Thinking.** Being analytic and curious.
3. **Compromise.** Have motivation be focus and productive.
4. **Team work.** Organize, and cooperate with partners.
5. **Constant and independent learning**
6. **Creativity.**
7. **Digital abilities.**



Fuente:  
<https://www.educaciontrespuntocero.com/noticias/soft-skills-mas-demandadas/>

IDENTIFY IF IS TRUE OR FALSE THE NEXT SENTENCES ACCORDING THE LAST STUDY:

1. More than 3/4 of young people have problems finding job.
2. The knowledge of a foreign language is not relevant.
3. The ability of learn new things is important to get a job.
4. Someone who speaks English is more likely to be hired than someone who doesn't.
5. To have another knowledge beside the other candidates could help you to get a job.

TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE

Read the following job advertisements and complete the chart below

**Playmakers Drama Centre**  
runs a series of drama, dance and music workshops for children through the summer. Playmakers is looking for a **SUMMER FUN ASSISTANT** to assist experienced workshop tutors, supervise children during lunch breaks, organise informal performances, answer parents' questions and help them book their children into the workshops.  
For an application pack contact:

- Requirements:
- Complete fluency in English
  - Have taken workshops in social skills
  - Have a certificate in the use of computers
  - Be able to create a programs for organizing information.



#LifeatUSH

**Admissions Host**

[Universal Studios Hollywood](#)

USH - Operations, Park & Resorts Operations

**Requirements:**

- Must be 16 years or older
- Great social skills to be able to assist guests
- Know how to scan admission tickets and do biometric scans
- Speak English and Spanish

- Requirements:
- Have any kind of degree in engineering with an outstanding average/grade (A+/A-)
  - Have an outstanding level of English (B1)
  - Have ESP level in the area of Engineering
  - Be able to build and disarm a machine without any kind of help
  - have done your internship in a factory

### Planet Systems Plc

#### TEST TECHNICIAN

As manufacturers of retail equipment, we have built a multi-million pound business. We now need exceptional people to help us maintain the highest standards of quality at our London factory.

Your job will include:

- testing products
- fault-finding on electrical systems
- repairs
- reporting on production and problems

You will also use your knowledge and experience to help us improve our production processes.

If you have the ability and ambition to be part of our future, please send your CV to:



**SALES ASSISTANT**  
Required at  
**Freedom Fashions**  
We are the largest outlet for teenage and club fashions in the UK. We currently have a vacancy for a sales assistant to work in our city centre store. The position is full time and involves counter sales, checking stock and window design. Good prospects for the right person.  
Telephone Marnie on 732837 or write to **Freedom Fashions** at:

Requirements:  
-Have a 9.5 as average  
-Have a 10 in every area of Maths  
-Have B1 level in English  
-Have done the internship in a professional fashion area



### Pet Care Associate

Enjoy caring for our vacationing dogs and cats while their human families are on vacation. We are seeking energetic pet lovers that:

- Must be at least 16 years of age.
- Feel comfortable working within a fast-paced team environment.
- Have flexible schedule must include weekdays, weekends, and major holidays.
- Show experience on cleaning, feeding, exercising, and pampering pets.
- Have a great attitude.

Getting the job: use the following chart to make a review about your opportunities to get the job.	
Using hypothetical situations What do you need to do?	What was necessary to do in the past to be able to get the job? What could you regret about?
I would get the summer fun assistant if...	If I had...
I would live in London if...	
People would see my fashion designs on windows if...	

### Instrumento de evaluación

Criteria	(5) Competent (4)	(3) Medium competent (2)	No competent (1)
<b>Content</b>	There are at least 3 sentences in second conditional y 3 sentences in third conditional. Shows relationship and thorough knowledge by writing hypothesis related to the job advertisements.	There are only sentences in second or third conditional. Shows limited knowledge by stating conditional sentences with lack of relation to any of the job advertisements.	Shows little or no evidence by giving less than 3 sentences either in second or third conditional. There is no reference to the job advertisements.
<b>Style</b>	Sentences are clear and varied in pattern, easy to follow, excellent use of conjunctions. Affirmative and negative statements are used in the chart in equally.	Sentences are clear but may lack variation; there may be some confusing information. Affirmative, and negative statements are used in the chart.	Sentences aren't clear, lack of conjunctions, difficulties to follow. Only affirmative, or negative statements are used in the chart.
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation. Appropriate use of the second and third conditional.	A few errors in grammar, spelling, syntax and punctuation, but not many. Some mistakes in the use of the second and third conditional.	Continuous errors in grammar, spelling, syntax and the use of the second and third conditional.
<b>Score</b>			
<b>Feedback</b>			

## Monólogo

Un monólogo es un diálogo en voz alta en el que se reflexiona o habla consigo mismo transmitiendo pensamientos o ideas con un estilo directo. Puede estar dirigido a una audiencia o ser un diálogo interno. En un monólogo TU puedes ser el personaje principal o puedes crear un personaje ficticio que exprese su opinión personal, incluso si no es acorde a la propia, todo dependerá de tu imaginación. Para ver como es un monólogo, lee el siguiente monólogo y subraya con colores diferentes el segundo y tercer condicional:

### Tiny cars

(An old man sitting on a chair and watching through a window the cars go by)

Huh, there it goes, another one of those tiny cars. I remember when I used to look through this very same window and see all those amazing classic cars, so mesmerizing to look at.

But lately, I've only been seeing those horrid tiny cars. How can a family fit in those? Can they even carry anything?

And then there's the price! If it was me, I would make them a lot bigger, and they would not break down so easily. I'm sure everyone would dream to have a car like that.

Now that I remember, Charles bought one of those tiny cars, didn't he? If I had gone with him, I would have convinced him to buy something better. Someday when my grandchildren want to buy their first car, I'll make sure it's not one of those tiny cars, but a good one.

#### Monologue

\*Pega aquí una imagen o fotografía de la noticia en la que estás basando tu monólogo, si lo obtuviste de la televisión o radio, escribe el título y una breve reseña:

<b>Character</b>	Name: Age: Personality: What emotion predominates in the monologue? (Happiness, sadness, anger, curiosity, etc):
<b>Location</b>	In which location occurs your monologue?(at school, on a bus stop, in your room, etc.):
<b>Audience</b>	To whom is this monologue directed at?
<b>Objective</b>	What are you trying to convey with this monologue?:
<b>Prompts</b>	What materials are you going to need when recording?

Now you're ready to write your monologue, don't forget to add the second and third conditional:

## Instrumento de evaluación

Criterios	Rúbrica de evaluación			
	Excelente	Muy bien	Satisfactorio	Necesita mejorar
Escrito	El monologo escrito concuerda completamente con el personaje, lugar, audiencia y objetivo plasmados al inicio.	El monologo escrito mayormente concuerda con el personaje, lugar, audiencia y objetivo plasmados al inicio.	El monologo escrito concuerda con algunos de los elementos (personaje, lugar, audiencia y objetivo) plasmados al inicio.	El monologo escrito no está acorde a los elementos (personaje, lugar, audiencia y objetivo) plasmados al inicio.
	Se utiliza el segundo y tercer condicional correctamente en al menos tres ocasiones.	Se utiliza el segundo y tercer condicional en al menos tres ocasiones pero existe errores menores en su escritura.	Se utiliza el segundo y tercer condicional en menos de dos ocasiones y existen graves errores en su escritura.	No se utiliza el segundo o tercer condicional.
	La información se encuentra organizada de forma clara y se denota el inicio, desarrollo y cierre.	La información mayormente se encuentra organizada y se denota la existencia de un inicio, desarrollo y cierre.	La información se encuentra no se encuentra organizada, pero se denota la existencia de un inicio, desarrollo o cierre.	La información está desorganizada, no se identifica inicio, desarrollo y cierre.
	El escrito usa un excelente vocabulario y no tiene errores gramaticales.	El escrito usa un vocabulario adecuado y cuenta con uno o dos errores gramatical.	El escrito usa un vocabulario adecuado y cuenta con tres o cuatro errores gramatical.	El escrito tiene un vocabulario inadecuado o cuenta con mas de cuatro errores gramaticales.
Video	El video dura entre 1 - 3 minutos.			El video dura más o menos de la longitud establecida (1-3 minutos).
	Se utilizan 2 elementos o mas como ayudas visuales (materiales) en la presentación.	Se utiliza 1 elemento como ayuda visual (materiales) en la presentación.	Se utiliza 1 elemento como ayuda visual (materiales) en la presentación pero no es acorde al monologo o su uso no aporta a la presentación.	No utiliza ningún elemento como ayuda visual.
	El lenguaje corporal (gestos y ademanes) es excelente y adecuado para el monólogo.	El lenguaje corporal (gestos y ademanes) es mayormente adecuado para el monólogo.	El lenguaje corporal (gestos y ademanes) es pobre pero adecuado al monólogo.	No utiliza el lenguaje corporal (gestos y ademanes) para enriquecer el monólogo.
	Modula la voz de forma excelente reflejando intención, sentido y emoción.	Modula la voz de forma de forma adecuada intentando reflejar intención, sentido y emoción.	Modula la voz en ocasiones buscando reflejar intención, sentido y emoción.	No modula la voz haciendo que la presentación se escuche sin intención, sentido o emoción.
	La pronunciación y articulación de las palabras es excelente.	La pronunciación y articulación de las palabras es muy buena.	La pronunciación y articulación de las palabras es buena.	La pronunciación y articulación de las palabras no es adecuada.